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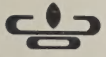
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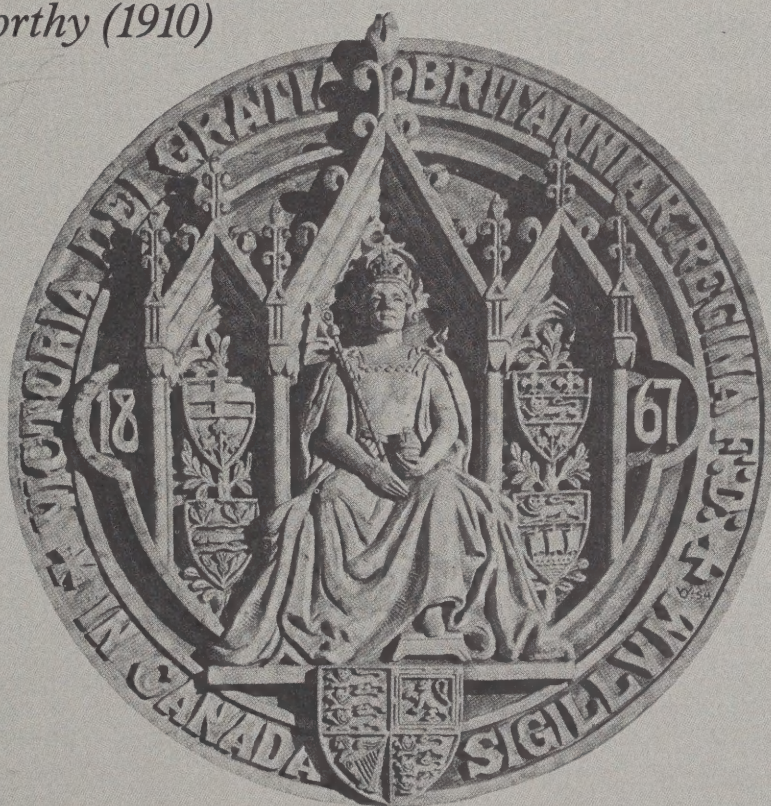
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*The law is what it is—a majestic  
edifice, sheltering all of us, each stone  
of which rests on another.*

*John Galsworthy (1910)*





# Introduction

For many years, students have enjoyed studying law as a facet of modern business and as a broadening experience to prepare them for employment. The present guideline enlarges upon and adds further dimensions to the program to meet the needs of all students.

A law course should help the student investigate the interactions in our society that have legal implications. With the assistance of this guideline a teacher and his students may develop a program of study that includes several related aspects of law, such as:

- legal solutions to social problems
- contractual arrangements
- family law and juvenile delinquency
- the law-making process
- administration of justice
- deviant and criminal behaviour

To enhance the growth of individuals in an evolving society, teachers should afford students the opportunity to study existing laws and to relate these laws to their personal values. Since laws are established to meet the needs of the majority, students should come to an awareness that some laws will not be accepted as just by all individuals or segments of our pluralistic society.

The question of what is just or unjust is a most difficult problem which students and citizens must ultimately face. Nevertheless, teachers planning detailed courses of study are encouraged to emphasize the need for individuals in our society to live within the limits of our existing laws.

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*Anyone who takes it upon himself, on his private authority, to break a bad law, thereby authorizes everyone else to break the good ones.*

*Denis Diderot (1796)*

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# Preamble

A democratic society must acknowledge the dignity and worth of the individual; society has, therefore, many responsibilities to the individual. At the same time, acceptance of responsibilities by the individual to the society in which he lives is very necessary and should become an integral part of his way of life. This dual emphasis may involve an acknowledged conflict between rights and values of the individual on one hand and restrictions placed upon individual liberties by society on the other. Conflict may also exist between the rights and values of individual countries and the ideologies prevalent within the world community.

Since law is a living instrument of society, we must recognize that laws change and are shaped by the needs and demands of the people. Issues of liberty, responsibility, and rights are all interwoven into the social fabric. Organized society, however, is to a great degree built upon compromise of conflicts. Thus, changes effected and conflicts resolved need to be reconciled for the social and common good. In this process the legal institutions of the nation are engaged.

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*Laws and institutions must go hand in hand with the progress of the human mind.*

*Thomas Jefferson (1816)*

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From a study of these legal institutions it is hoped that the student will come to an understanding and appreciation of law as an indispensable part of a civilized society. All too often the true significance and beauty of an ordered society are not appreciated.

*The conduct of men in society may be reviewed in three divisions.*

*At one end there is the conduct that is coerced by law;*

*at the other there is conduct that is innocent and free from restraint;*

*between them there is a conduct bordering on both within which operate those exercises of the mind and feelings, those manifestations of awareness of and consideration for others, good taste, good manners, fairness, self-restraint in pressing advantage.*

*It is by the exercise through individual action of self-governed volitions, and the resulting regulation of, that human relations are made tolerable and agreeable and life takes on its finest experiences.*

*Lord Moulton*

Through a study of law students may be helped to develop a level of maturity in which they can accept conflict as inevitable in a democratic environment. They should recognize that laws as they now exist do not always provide an answer to the ills of society, but that laws can be changed by citizens acting within legitimate channels. Activism in this environment can be responsible.

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*The law must be stable, but it must not stand still.*

*Roscoe Pound (1922)*

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# Perspective

As various courses of study are developed from this guideline, teachers and students should be aware of the need to have realistic goals. Most young people have a highly idealistic sense of social justice but rarely have a systematic way of analysing the terms of reference on which their concept of social justice is based.

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*There is a difference between justice and consideration to one's fellow man. It is the function of justice not to do wrong to one's fellow men; of consideration not to wound their feelings.*

*Cicero (44 B.C.)*

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To assist in the development of course content the following aims are suggested.

The study of law should:

- provide an opportunity for the student to develop and identify both his role as a member of a family and of a society, and the implications of these roles to himself as an active contributing member;

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*Justice gives human life the stability which men need to work without fear or anxiety in the search for happiness.*

*Thomas Aquinas*

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- develop an understanding of law in terms of responsibilities and rights within the framework of our legal system;

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*Freedom without obligation is anarchy—freedom with obligation is democracy.*

*Earl Rimey*

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- provide experiences so that the student may be able to develop the necessary skills to make reasoned judgements;

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*Law is experience developed by reason and applied continually to further experiences.*

*Roscoe Pound (1963)*

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- provide an opportunity for the student to develop social maturity to accept conflict as characteristic of the growth and development of individuals and of society;

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*Where law ends, tyranny begins.*

*John Locke (1690)*

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- provide the student with a better understanding of the mechanics of our legal, business, social, and governmental institutions so that he may bring a background of tolerance and maturity to his assessment of these institutions.

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*Rigid justice is the greatest injustice.*

*Thomas Fuller (1922)*

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# Organization

To make maximum use of teacher strengths an interdisciplinary approach is one way for those responsible for school organization to recognize the talents and areas of competence of school personnel. Team planning will place time, material, and organizational constraints on all concerned, so that planning itself will need to be planned. Unless we recognize that law is a universal subject, teacher competence and student acceptance could be thwarted.

The study of law lends itself to various patterns of organization. Students may benefit from a course that is developed from a single area of the law. On the other hand, it may be beneficial to begin a course with a unit that introduces the fundamentals of law, emphasizing the need for laws in society. The question of emphasis in a second or third unit could then relate to student and teacher interests. For example, the class may divide itself into groups to study law in relation to business; law in response to social issues; law and the family; or law and jurisprudence.

# Possible Areas of Law

The laws that exist at various levels of government in Canada are almost too numerous to record, and a list of them would serve no useful purpose for this particular guideline. Nevertheless, there are broad areas of law that should be brought to the attention of the students so that they may fully appreciate the manner in which our lives and our form of society are governed. An index of broad areas of law is indicated below. Teachers and students should feel free to choose whatever areas of law they wish to investigate to meet the needs of their particular course of study.

## Commercial Law

- Banks and bills of exchange
- Bankruptcy and insolvency
- Consumer protection legislation
- Contracts
- Corporations, partnerships, and associations
- Income and sales taxation
- Principal and agent

## Constitutional Law

- Canadian judicial system
- Division of constitutional powers in Canada
- Law enforcement in Canada
- History of law

## Criminal Law

- Adulteration, food and drug legislation
- Attempts, conspiracies, and accessories to crimes
- Crimes and offences against the reputation of a person
- Criminal law procedures
- Narcotics legislation
- Offences against public order
- Offences against rights of property
- Offences involving fraud
- Offences relating to currency
- Sexual offences, public morals, and disorderly conduct

## Family Law

- Indian and Eskimo legislation
- Marriage and divorce
- Matrimonial causes
- Parents' and children's rights and responsibilities
- Wills, trusts, and intestacy

## International Law

- Citizenship and immigration
- Conflicts of interests
- The laws of nations, the seas and outer space
- Treaties, conventions, and protocol

## Labour and Welfare Legislation

- Employee-employer relationships
- Pensions and other benefits
- Unemployment insurance
- Welfare programs for the unemployed

## Property, Real and Personal

- Assessment and taxation
- Copyright, patents, and trademarks
- Expropriation
- Real property and leasehold legislation
- Sale of goods and personal property securities legislation
- Torts and negligence legislation
- Warehousing, bailment, and other rights affecting ownership of personal property

## Quasi-criminal Law

- Aviation and shipping legislation
- Highway-traffic legislation
- Human-rights legislation
- Hunting and fishing legislation
- Liquor legislation
- Pollution legislation

## General Topics

- Election legislation
- Municipal law
- School law

A senior level course of this nature should allow maximum student participation and invite active involvement in the community. For example, an understanding of law might be approached by having the student complete independent research projects on significant or current legal problems. Real or simulated legal cases that require some serious thought and study by the student can also be helpful and can gauge the progress of the student and effectiveness of the course. The use of seminars, research papers, case studies, community field experience, visits, and interviews will require special planning and timing to complement and facilitate the exploration of the topic under discussion.

Teacher resources can also be used to facilitate a wide-ranging approach to law. A natural link with business education, economics, family studies, politics, sociology, history, and literature can bring to this course the varied strengths of appropriate members of a staff. Each of these areas contributes to an understanding of the overall social context in which students can discuss economic-socio-legal questions. Historically, one may choose to trace the development of a law from the time a social problem presents itself to the time a statute comes into force. Alternatively, a teacher may investigate an existing social problem and, through the current media, help students follow the resulting law through the legislative processes.

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*It usually takes a hundred years to make a law, and then, after it has done its work, it usually takes a hundred years to get rid of it.*

*Henry Ward Beecher (1887)*

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A range of materials will be needed, particularly for a contemporary emphasis. While this guide contains some useful references, magazines and newspapers will also be a helpful source of contemporary issues; films, records, television and radio may provide sources of data as well. Sources from business literature, sociology, and political science should be considered in library acquisitions and subscriptions. Outside speakers will also be helpful.

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*It is not merely of some small importance but is of fundamental importance that justice should not only be done, but should manifestly and undoubtedly be seen to be done.*

*Mr. Justice C. J. Hewart*

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Librarians, teachers, and community legal advisers should be encouraged to work together and develop materials related to books, case laws, statutory laws, regulatory laws, significant judgements, government committee reports, local community by-laws, and reports.

Law can also lend itself to a study through broad themes whereby a teacher and his class might choose to approach many areas of law from a particular viewpoint. The theme (or themes) could pervade all areas of law that the class has chosen to study through a particular point of view suggested by the theme.

The teacher may develop his complete course around a single theme or, following an introduction to law, take one or two themes to enhance the students' interest in law.

This guideline suggests some themes for possible use. Three of them have been more fully developed.

**Ages and Stages**—My legal status from infancy to manhood.

**Freedom and Conflict**—While we may exercise our freedom, it is this very freedom that may lead to conflicts.

**Survival**—Our choice, go to war or go to the courts.

**Law The Protector**—The law is what it is—a majestic edifice, sheltering all of us, each stone of which rests on another. (John Galsworthy, 1910).

**Justice**—Is it equal for all?

**Toleration**—The generation gap; *must* we tolerate our neighbour?

**Involvement**—Can we “opt out”? Our legal system demands that we respect and acknowledge our rights and obligations.

**Teachers are encouraged to discover and develop new and additional themes in which they and their students may have a particular interest.**



# Themes

The following three themes are expanded as a guide to provide teachers with ways of approaching the study of law.

## **A. Freedom and Conflict—While we may exercise our freedom, it is this very freedom that may lead to conflict.**

A mature individual should recognize that conflict is almost inevitable in a free society. The institutions of our society vary from the small family unit to the very large industrial corporation, but we cannot fail to observe rights and obligations within these institutions which, of necessity, have an influence on our lives.

The interaction of these institutions often creates conflict in society. The study of the legal implications of such conflicts may be an interesting experience for students. On a broader scale, students could be helped to investigate our whole social structure for other examples of conflict.

The following are legal topics that might be included in a course of study built around this theme:

### **Family**

Parents' rights and responsibilities  
Children's rights and responsibilities  
Marriage laws  
Wills, trusts, and intestacy  
Indian and Eskimo legislation  
Juvenile offences  
School law

### **Community**

Assessment and taxation  
Municipal law  
Election legislation  
Expropriation  
Ownership of property  
Torts and negligence legislation  
Hunting and fishing legislation  
Police protection and law enforcement  
Welfare legislation

### **Individual**

Human-rights legislation  
Offences against public order  
Food and drug legislation  
Consumer protection  
Contracts  
Sexual offences, public morals, and disorderly conduct  
Highway-traffic legislation

### **Business**

Contract  
Principal and agent  
Responsibilities to employees, shareholders, and community  
Banks and bills of exchange  
Taxation  
Bankruptcy and insolvency  
Copyright, patents, and trademarks  
Warehousing and bailment

### **Labour and Union**

Employer-employee relationship  
Unemployment insurance  
Wage and salary negotiation procedures  
Labour legislation  
Unions—rights and responsibilities  
Principal and agent

### **Government**

Municipal legislation  
Election legislation  
Creation of laws  
Law enforcement  
Canadian judicial system  
Constitutional process  
Government responsibilities

## B. Ages and Stages—My legal status from infancy to manhood

A study of law may be considered from the point of view of an individual as he passes through various responsibilities and rights by age and status. This theme could witness legal rights and responsibilities for the citizen from birth through adulthood. As one matures, legal implications change considerably. In a free society the legal aspects of marriage, adulthood, major purchases, and obligations to government and law are significant. Understanding of individual and societal responsibilities under the law related to employee or employer, to the community, and to various forms of welfare would add to this approach to a study of law.

Legal topics and issues that could evolve from this theme include:

- Who is a minor?
- When does one become an adult?
- Right to vote
- Parental responsibilities
- Liquor legislation
- School law
- Contracts
- Negotiable instruments
- Consumer protection
- Purchasing of property
- Bankruptcy
- Ownership of property—personal, necessities, real, personal and property privacy
- Assessment and municipal taxation
- Expropriation
- Torts
- Citizenship and status
- Welfare legislation:  
*Family Allowances Act*  
*Youth Allowance Act*  
*Family Benefits Act*  
*Canada Pension Plan*
- Employer-employee relations
- Marriage laws
- Indian and Eskimo legislation
- Wills, trusts, inheritance
- Individual's right to protection
- Law enforcement in Canada

## C. Justice—Is it equal for all?

Most young people have a keen sense of social justice but rarely have a systematic way of analysing the terms of reference on which their concept of social justice is based. To study law from the viewpoint of the administration of justice may be interesting to a class of senior students. Approaching law in this manner should assist the student to investigate thoroughly and to develop the necessary skills to make reasoned judgements.

Legal considerations that could be incorporated into a course of study from this theme might include the following:

- Contracts
- Bankruptcy and insolvency
- Principal and agent
- Canadian judicial system
- Law enforcement in Canada
- Criminal behaviour
- Penology and Canadian penal system
- Criminal law procedures
- Criminal offences
- Indian and Eskimo legislation
- Parents' and children's rights and responsibilities
- Wills and inheritance
- Conflict of interests
- Laws of nations, the seas, and outer space
- Employer-employee relationships
- Legal and illegal strikes
- Unemployment and social welfare schemes
- Assessment and taxation
- Torts and negligence legislation
- Human-rights legislation
- Pollution legislation
- Significant legal decisions
- A law for the rich—a law for the poor



## General Reference Books

Adams, A. K., ed. *Favorite Trial Stories*. New York: Dodd, Mead & Co., 1966 (402 pp.).

Eighteen stories (some fiction, some fact) dramatize suspense and the hope for justice.

✦ Anger, W. H. *Summary of Canadian Commercial Law*. (Revised by F. R. Hume). Toronto: Sir Isaac Pitman & Sons (Canada) Ltd., 1968 (530 pp.).

This volume accurately and concisely summarizes the larger book *Digest of Canadian Mercantile Law*. (4 vols)

Each of the twenty-one chapters has test cases for discussion and to reinforce points of law.

Bouma, D. H. *Kids and Cops*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 1969 (169 pp.).

While addressing itself to the general problem of police-community relations, this book focuses on an extensive study of how young people feel about the police and how police feel about young people, particularly youth in the inner city.

Browlie, I., ed. *Basic Documents of International Law*. London: Oxford University Press, 1967 (244 pp.).

This volume provides an economical and up-to-date selection of basic documents relating to international organizations; the law of the sea, outer space, and diplomatic relations; permanent sovereignty over natural resources, human rights, and self-determination; and the International Law Commission.

✦ Chapman, F. A. R. *Fundamentals of Canadian Law*. Toronto: McGraw-Hill Company of Canada Ltd., 1965 (376 pp.).

This basic textbook covers the principles of contract in detail. Other areas include an historical introduction to our legal system, crimes, torts, and succession laws.

✦ Chapman, F. A. R. *Law and Marriage*. Toronto: McGraw-Hill Company of Canada Ltd., 1968 (163 pp.). Clearly written and easy to read this book is meant to acquaint the public with the details of Canadian marriage legislation. The laws of engagement, divorce, alimony, maintenance and custody of children are included.

✦ Chapman, F. A. R. *The Law and You*. Toronto: McGraw-Hill Company of Canada Ltd., 1970 (453 pp.).

The reader will gain a clearer understanding of our laws and how to utilize them. Of the four sections in the book, two are devoted to the contract and related laws and the other two discuss all aspects of the law from sources of Canadian law to crimes, torts, negligence, succession, and marriage laws.

✦ Corry, J. A. *Law and Policy*. Toronto: Clarke, Irwin and Company Limited, 1959 (71 p.).

In these lectures, the author explains the difficulties of translating policy into law. In order that maintenance of government under the rule of law may be perpetuated, it is essential that the rules of law should be reasonably in accord with social ideals which are constantly changing.

✦ Corry, J. A. *The Power of the Law*.

Toronto: CBC Learning Systems, 1971 (63 p.).

This booklet contains a series of lectures entitled: Law as Reason and Custom; Law as Command; Obedience and Disobedience; Due Process of Law; Civil Rights; The Constitution.

Dickler, G. *Man on Trial*. New York: Doubleday and Company Inc., 1962 (452 pp.).

The author has placed thirteen of Western civilization's greatest trials in their social and historical setting. In periods of tension the tendency of the community to resort to genuine or sham legal process to rid itself of real or imagined troublemakers often holds up a mirror to society, revealing its evils and weaknesses.

Extensive excerpts from original records are included in the following accounts of the trials of

Socrates, 399 B.C.

Jesus, 30 A.D.

Joan of Arc, 1431

Galileo Galilei, 1633

Charles I, 1649

Salem Witchcraft Trials, 1692

Andrew Johnson, 1868

The Orfeus Case, 1894

The Scopes Trial, 1925

The Reichstag Fire Trial, 1933

The Moscow Trials, 1936-38

The Nuremberg Trial, 1945-46

The Oppenheimer Hearing, 1954

Felsher, A., and Rosen, M. *The Press in the Jury Box*. New York: The Macmillan Company, 1966 (239 pp.).

In this book the author contends through well documented statements that the daily press can convict even before the grand jury votes on indictment. Newspaper stories often establish an ineradicable bias in the minds of jurors. Several key cases of pre-judgement and possible miscarriages of justice are described.

Franklin, Charles. *World Famous Trials*. London: Odham Books Ltd., 1966 (320 pp.).

The drama and conflict of the courtroom are illustrated in the twenty-two trials from Socrates to William Joyce (1946) and the Rosenbergs.

Gleisser, M. *Juries and Justice*. New Jersey: A. S. Baines and Co., Inc., 1968 (354 pp.).

The author challenges the fundamental concept in the administration of justice—the jury system. His charges include a major role played by big business in personal injuries, hearings, courtroom dramatics keyed to big-money verdicts, prejudices aroused in criminal trials, and weaknesses in the jurors themselves.

✦ Greason, G. K., and King, R. C. *Canadian Democracy at Work*. 3rd ed. Toronto: Macmillan of Canada, 1969 (119 pp.).

This text provides a working knowledge of Canadian federal, provincial, and municipal systems of government and a comparison of the government of Canada with those of Great Britain and the United States.

Sections on legislative and judicial branches of government will aid in the study of our legal system.

Kennan, G. F. *Democracy and the Student Left*. Boston: Little, Brown and Company, 1968 (239 pp.).

Letters and speeches clarify the crucial difference between young American dissidents and those who oppose them. This book analyses the nature and source of students' discontent: their espousal of civil disobedience, their suspicion of the *Establishment*, and their distrust of the democratic process.

◆ Levin, M. and Eisenberg, J. *Dilemmas*. Toronto: Holt, Rinehart & Winston, 1971.

This series of four booklets contains stories that deal with a variety of themes including rights of the individual, community morality, scientific ethics, family relations, individual liberties versus social obligations, law enforcement, and censorship.

◆ Libel, Defamation, Contempt of Court and the Right of the People to be Informed. Thompson Newspapers Limited, 1962 (40 pp.).

The 218 questions directed to J. J. Robinette, Q.C., by 91 newspapermen from 41 newspapers on the occasion of a newspaper-legal seminar held in Toronto, on March 27, 1962, are dealt with in this book.

◆ McGrath, W. T. *Youth and the Law*. Toronto: W. J. Gage, 1964 (104 pp.).

This is written for young people to assist them in understanding the law. The author takes a general approach to law with emphasis on those occasions where young adults may be involved. The presentation is clear, concise and should clarify many questions about the law.

Nice, R. W., ed. *Treasury of Law*. New York: Philosophical Library Inc., 1964 (553 pp.).

The editor has assembled many significant documents that contributed to man's self-determination both individually and nationally. Documents are drawn from Confucius, the Orient, Greece, Rome, mediaeval times, Laws of Liberation, English legal documents, and legal documents of America.

Nicholson, M. *A Manual of Copyright Practice*. 2nd ed. New York: Oxford University Press, 1956 (273 pp.).

This text covers all aspects related to copyright with an appendix stating the articles of the Universal Copyright Convention and the Berne Convention. Topics include Advertisements, Architecture, Books, Dramas, Lectures, Maps, Music, Photographs, and several other items related to copyright and its infringements.

◆ Sharp, John M. *Credit Reporting and Privacy*. Toronto: Butterworth and Co. (Canada) Ltd., 1970 (124 pp.).

The main thrust of the book is directed towards the tension associated with promoting individual privacy and

ensuring accuracy of information on the one hand and attaining maximum freedom of operation for credit bureaus on the other. The book is complete with case references and chapter-by-chapter bibliography for additional information.

◆ Sheffe, N., et al. *Issues for the Seventies Series*. Toronto: McGraw-Hill Company of Canada Ltd., 1970.

This series of booklets provides a selection of contemporary readings on current social problems. Each book contains an introductory essay and fifteen to twenty articles selected from journals and newspapers.

Smedley, R. W. *So You're Going to Court!* New York: Fountainhead Publishers, 1964 (302 pp.).

A clear description of how the law functions, this book shows almost all aspects of where and how the law affects the individual. A fourteen-page glossary of terms adds to the value of this book.

◆ Smyth, J. E., and Soberman, D. A. *The Law and Business Administration in Canada*. 2nd ed. Scarborough, Ont.: Prentice-Hall of Canada Ltd., 1968 (684 pp.).

This outline of Canadian business law shows its application in contract, real estate, forms of business organization, and credit transactions. The book begins with an analysis of the law in its historical and social context and of its function in the framework and operation of the Canadian system of courts. More than four hundred actual recent legal cases are included for discussion at the end of each of the thirty chapters. A table of relevant Canadian statutes is also an aid to the reader.

◆ Velanoff, J. *Law: A Case Study Approach*. Toronto: Sir Isaac Pitman (Canada) Ltd., 1968 (278 pp.).

This is a senior high school text which incorporates actual cases to support points of law. Part I of the book provides a sound introduction to law through the section entitled, "Development of Law and Lawmaking Bodies".

◆ Zuker, M. A. *A Guide to Law for Canadians*. Toronto: Sir Isaac Pitman (Canada) Ltd., 1969 (123 pp.).

This short high school textbook provides a basis for the study of law through a general introduction to many legal principles and concepts. It contains a glossary of legal terms.

## Teacher References

Cordell, C. M. *Dramatizing Business Law*. Portland, Maine: J. Weston Walch, Publisher, 1965 (167 pp.).

Section I of this text consists of eight complete dramatizations to demonstrate certain principles of business law. Section II consists of fifty brief skits for use in various units of business law.

Fiala, R. J. *How to Teach Business Law*. Portland, Maine: J. Weston Walch, Publisher, 1965 (189 pp.).

This handbook describes various motivational devices for teaching law topics. Student dramatizations, classroom courts, and posters are some of the topics discussed.

Gibson, W. M. *Lessons in Conflict: Legal Education Materials for Secondary Schools*. Boston, Mass.: Law and Poverty Project, Boston University School of Law, 1970 (178 pp.).

The Law and Poverty Project is a research and demonstration program. One major task undertaken by the Project was the development of a legal-education curriculum appropriate for use in secondary schools. The book describes methods of approaching several areas of law. There are twenty-one pages of suggested resource materials including books, periodicals, films and filmstrips.

Newmann, Fred M., and Oliver, Donald. *Clarifying Public Controversy: an Approach to Teaching Social Studies*. Boston, Mass.: Little, Brown & Co., 1970.

This book deals extensively with the problem of making value decisions. It includes actual case materials.

Oliver, D. W. and Shaver, J. P. *Teaching Public Issues in the High School*. Boston, Mass.: Houghton Mifflin Company, 1966.

This informative book focuses on teaching and leading classroom discussion about issues of public concern. It clarifies objectives and assists the teacher in the development of curriculum related to legal and public issues.



## Legal Professional Journals and Reports

◆ Cameron, J. C., and Young, F. J. L. *The Status of Trade Unions in Canada*. Department of Industrial Relations, Queen's University, 1960 (169 pp.).

This study follows the influence of law on the development of trade unions in Canada. It is written in non-technical language with actual cases to clarify and emphasize points of law.

◆ *Canada Supreme Court Reports*. Ottawa: Information Canada

These supreme court decisions are supplemented by statements from the supreme court judge. Eight reports are issued during the year and then bound into annual volumes.

◆ *Canadian Criminal Cases*. Toronto: Canada Law Book Company.

These monthly reports on important decisions in criminal and quasi-criminal cases come from all ten provinces, as well as from the Supreme Court of Canada. A subscription provides three monthly issues and a bound volume. Four complete volumes are published annually.

◆ *Canadian Current Law*. Toronto: The Carswell Company Limited.

This monthly journal reports Canadian cases of exceptional interest and decisions rendered in all aspects of law—civil, criminal, commercial and labour.

◆ *Criminal Law Quarterly, The*. Toronto: Canada Law Book Limited.

This is a Canadian Journal of Criminal Law for judges, magistrates, lawyers, and police officers. Published in September, December, March, and June, the four issues are later bound and constitute a volume issued annually. The journal has five or six sections: Editorials, Notes and Comments, Articles and Addresses, Magistrates' Cases, Supreme and County Court Decisions, and Book Reports, all of which provide a well rounded selection of informative articles on criminal matters written by some of the best legal minds in Canada.

◆ *Criminal Reports*. Toronto: The Carswell Company Limited.

These monthly reports give annotations and practice notes on criminal cases arising in the courts of the various provinces of Canada. Annotations clarify legal points concerning criminal law. A subscription includes a bound annual volume.

◆ *Dominion Law Reports*. Toronto: Canada Law Book Company.

This weekly series contains all reportable Canadian cases in civil matters from all ten provinces as well as from the Supreme Court of Canada. A subscription provides eight weekly issues and a copy of the bound volume. Six complete volumes are published each year.

◆ Gotlieb, Allan, ed. *Human Rights, Federalism and Minorities*. Toronto: Canadian Institute of International Affairs, 1970 (268 pp.).

The Canadian Institute of International Affairs has provided an opportunity to a group of concerned persons to express their views on the protection of human rights in Canada. The book contains ten essays on such topics as (1) Human Rights and Federalism, (2) Human Rights and the Individual, (3) Minorities, Language Rights, and Regionalism.

◆ Jaffray, S. K. *Sentencing of Adults in Canada*. Toronto: University of Toronto Press, 1963 (122 pp.).

The author believes that there is a confusion of philosophy and action about the convicted offender through the whole Canadian correctional system from the police to the penitentiary. He concentrates on the way courts sentence the offender.

◆ McGrath, W. T. *Crime and Its Treatment in Canada*. Toronto: Macmillan of Canada, 1965 (510 pp.).

This book is concerned primarily with the control of illegal behaviour: criminology, law medicine, psychology, social work, sociology. There are seventeen chapters on such topics as "Crime and the Correctional Services", "Crime and Society", and "Sources of Illegal Behaviour".

◆ *Ontario Reports*. Toronto: Canada Law Book Company.

The Ontario Reports, published weekly, cover cases determined in the courts of Ontario as well as practice decisions. An excellent summary with background, evidence, and case reference is provided to support reasons for the judgement. A subscription provides all issues published throughout the year as well as copies of the two bound volumes that consolidate the weekly issues.

◆ Phelan, R. G. *Phelan's Highway Traffic Law*. Toronto: Canada Law Book Company, 1969 (480 pp.).

The most complete text for the motor vehicle laws of Ontario, this book provides a comprehensive collection of over 1,000 case references. Interpretation of the Highway Traffic Act, negligence, and damage assessments are described in detail.

◆ *Revised Statutes of Canada (R.S.C.) and Revised Statutes of Ontario (R.S.O.)*.

Governments have lists of the statutes available and copies of individual acts can be purchased from the Queen's Printer in Toronto (Provincial) or Information Canada (Federal). Copies of the statutes and related regulations are located in the reference sections of public libraries.

◆ Salhany, R. E. *Canadian Criminal Procedure*. Toronto: Canada Law Book Limited, 1968 (288 pp.).

This book examines the principles and procedures governing the trial and appeal of indictable offences and summary conviction offences under the Criminal Code. Reference is made to over 1,000 cases.

◆ Skeoch, L. A. *Restrictive Trade Practices in Canada: Selected Readings*. Toronto: McClelland and Stewart Limited, 1966 (354 pp.).

These basic writings on restrictive trade practices in Canada survey combines legislation and explain the intent of the laws. This book includes many Canadian cases.

### Pamphlets and Booklets

☛ *If you Neglect to Make a Will.* Victoria and Grey Trust Company, 1968.

☛ *Indians and the City.* Toronto: The Indian-Eskimo Association of Canada. This book outlines the problems of the Indian leaving the reservation and migrating to the city.

☛ *Indian Rights—A Century of Oppression.* Toronto: The Indian-Eskimo Association of Canada. This publication charges that the Indian's treaty rights have never been honoured and suggests a new strategic program.

☛ *Law and Local Government, The.* Toronto: Association of Municipal Clerks and Treasurers of Ontario, 1970 (36 pp.).

☛ *Law and the Woman in Ontario.* Toronto: Government of Ontario, Women's Bureau, Department of Labour.

☛ *Marriage Laws are Complicated.* Toronto Daily Star, February 12, 1970.

☛ *Motor Vehicle Accident Claims Fund and Its Operation, The.* Toronto: Government of Ontario, Department of Transport.

☛ *Public and Law Relations.* Toronto: Ontario Chamber of Commerce, 1970 (18 pp.). This booklet documents charges of a decline of respect for law and order.

☛ *Respect for the Law.* The Bank of Montreal Monthly Publication, March 1969.

☛ *Why a Will.* Victoria and Grey Trust Company, 1968.

☛ *You and Your Lawyer.* Toronto: The Law Society of Upper Canada.

☛ *Your Children's Aid Society.* Ontario Association of Children's Aid Societies.

### CBC Material

☛ CBC makes available in books, booklets, recordings and audio tapes, a wide range of significant material originally broadcast on radio or television. The following booklet titles have content of legal significance:

Arpin, M. *The Law and You.*

King, M. L. *Conscience for Change.*

McWhinney, E. *International Law and World Revolution.*

Morton, J. D. *The Function of Criminal Law in 1962.*

*Science and Conscience.* Moderator P. Watson with fifteen participants.

*Way of the Indian, The.* Edited transcript of a CBC Series.

Woodcock, G. *Civil Disobedience.*

### Audio Tapes by CBC

*Balance and the Law.* A half-hour tape dealing with the right to a balanced environment.

*Canada's Indians.* A one-hour tape dealing with the Indian in Canadian Society.

*Credit: Deeper in Debt.* A one-hour tape.

*"Dr. Norbert Sellers."* A one-hour tape dealing with mind-influencing techniques.

*Family, The.* A one-hour tape.

Goldenberg, S. *Law is the Wisdom of the Old.* Two half-hour tapes.

*Just Society, The.* A one-hour tape pertaining to an interview with a group of militant welfare recipients.

*Law and Revolution.* A half-hour tape; relationship of Politics and Law.

*Law and Technology.* A half-hour tape; legal rights and environment.

*Mediation.* A half-hour tape; reconciliation of power in labour disputes.

*Must Wars Recur?* A half-hour tape.

*Nigger in a Parka.* A one-hour tape dealing with the treatment of the Eskimo.

*On My Way to School.* A one-hour tape dealing with Indian discrimination.

*Police and Civil Liberties.* A half-hour tape.

*Psychiatric Justice.* A one-hour tape.

*Role of the Police, The.* Two one-hour tapes.

*The Anthropology of Law.* A half-hour tape; discusses Law in primitive and non-Western societies.

*The Power of the Law.* Six half-hour tapes; nature of Law and the function it performs.

*The Young Lawyer.* A half-hour tape; interview with two Law students about social justice.

*Three Lifers.* A one-hour tape; life imprisonment.

*Unions.* A half-hour tape.

*Violence.* Two one-hour tapes; these are taped sessions from an Ontario psychiatric hospital.

*Voices of the Jungle.* A one-hour tape, prepared by inmates of St. Vincent de Paul Penitentiary, Montreal.

*Work: Lawyers.* A one-hour tape.

Woodcock, G. *Civil Disobedience.* Half-hour tapes consisting of seven lectures.



🍁 **Reports and Materials Available from Information Canada, Ottawa**

*Canadian Charter of Human Rights, A.* Department of Justice, 1968 (174 pp.).

*Capital Punishment: Material Relating to its Purpose and Value.* Department of Justice, 1965 (141 pp.).

*Indian Policy.* Government of Canada, 1969.

*Law and Order in Canadian Democracy: Crime and Police Work in Canada.* Royal Canadian Mounted Police, 1952 (273 pp.).

*Toward Unity: Criminal Justice and Corrections.* Canadian Committee on Corrections, 1969 (505 pp.).

**Television**

🍁 The Ontario Educational Communications Authority has prepared a television series entitled, "The Law and Where It's At?"

The purpose of this series of twelve programs is to introduce the law as an exciting, practical, and contemporary subject of wide interest to the student. It attempts to involve him in issues, concepts, and problems in modern Canadian law and, in particular, criminal law; to let him meet the judges, lawyers, teachers of law, legal experts, and people (old and young) who have come in conflict with the law and have strong opinions about it; to observe the law in action, here and now; to stimulate thought, discussion, and investigation into what is an evolving process; and to take a good look at our administration of justice. There are twelve programs of twenty minutes each.

**Films**

Many full-length feature films are developed around the theme of conflict and disorder. Films such as the following are an excellent resource to demonstrate the need for understanding and respect for law:

A Man for all Seasons

In Cold Blood

The Chase

Dr. Strangelove

On The Waterfront

1984

Z

Information and teaching guide for feature films can be obtained from the booklet: *Feature Films and Education—A Resource Manual*, available from Visual Consultants, 23 Kellythorne Drive, Don Mills 400, Ontario.

*Ontario Human Rights Commission. Human Rights Films Available for Showing to Public:* The Commission has twenty-two films dealing with human rights and minority group themes available for showings to the public by staff personnel. Organizations and other interested parties can obtain a list of the films and arrange bookings with the Commission.

## Socio-legal Literature

Many well-known plays and novels about lawyers, famous trials, and the legal process have been written, and students could gain much from reading biographies and legal literature. The following should be available in school and public libraries:

- Boll, H. *End of a Mission* Fiction  
 Cecil, H. *A Child Divided* Fiction  
 Cecil, H. *Portrait of a Judge, and Other Stories* Fiction  
 Darrow, Clarence *Resist Not Evil* Non-fiction  
 Darrow, Clarence *Verdicts Out of Court* Essays  
 Drury, A. *Advise and Consent* Fiction  
 Gurko, M. *Clarence Darrow* Biography  
 Kunstler, William M. *The Case for Courage* Non-fiction  
 Lebourdais, Isabel *The Trial of Stephen Truscott* Non-fiction  
 Lee, H. *To Kill a Mockingbird* Fiction  
 London, E., ed. *The World of Law* Fiction  
 Nizer, L. *My Life in Court* Non-fiction  
 Nizer, L. *The Jury Returns* Non-fiction  
 Stone, I. *Clarence Darrow for the Defence* Biography  
 Strindberg, A. *The Scapegoat* Fiction  
 Traver, R. *The Anatomy of a Murder* Fiction  
 Wallace, Irving *The Plot* Fiction  
 Weaver, J. D. Warren *The Man, The Court, The Era* Biography  
 Weinberg, Arthur, ed. *Attorney for the Damned* Non-fiction  
 Wilson, J. R. *Hall of Mirrors* Fiction  
 Wouk, Herman *The Caine Mutiny* Fiction

The following plays should also be available in school and public libraries:

- Betti, Ugo. *Corruption in the Palace of Justice*.  
 Brecht, Bertolt *In search of Justice*.  
 Kipphardt, Heiner *In the Matter of J. Robert Oppenheimer*.  
 Lawrence, Jerome, and Lee, Robert E. *Inherit the Wind*.  
 Rattigan, Terrence *The Winslow Boy*.  
 Rose, Reginald *Twelve Angry Men*.  
 Shyre, Paul *The Child Buyer* (adapted from the novel by John Hersey.)

## Publications and Periodicals

- ☛ *Canadian Labour* (monthly). Canadian Labour Congress, 100 Argyle Avenue, Ottawa 4, Ontario.  
 ☛ *Canadian Welfare* (bi-monthly). Canadian Welfare Council, 55 Parkdale Avenue, Ottawa 3, Ontario.  
 ☛ *Human Relations*. Ontario Human Rights Commission, Department of Labour, 400 University Avenue, Toronto 2, Ontario.  
 ☛ *Osgoode Hall Law Journal*. Published by Osgoode Hall Law School of York University, Imperial Press Limited, Toronto, Ontario.  
 ☛ *Special Announcements*. Ontario Human Rights Commission, Department of Labour, 400 University Avenue, Toronto 2, Ontario.

## Sources of Reference

### Publishers of Legal Material

- Butterworth & Company (Publishers) Ltd., 14 Curity Avenue, Toronto 374, Ontario.  
 C.C.H. Canadian Limited, 6 Garamond Drive, Don Mills 403, Ontario.  
 Canada Law Book Limited, 80 Cowdray Court, Agincourt, Ontario.  
 Information Canada, Government of Canada Publications, Mackenzie Avenue, Ottawa, Ontario.  
 Queen's Printer Bookshop, Province of Ontario Publications, Government of Ontario, Bay and Wellesley Streets, Toronto 182, Ontario.  
 Richard De Boo Limited, 51 Wellington Street West, Toronto 116, Ontario.

### Other Sources of Interest

- Canadian Bar Association, Room 320, 90 Sparks Street, Ottawa 4, Ontario.  
 The Indian-Eskimo Association of Canada, 277 Victoria Street, Toronto 200, Ontario.  
 The Law Society of Upper Canada, Osgoode Hall, Toronto 100, Ontario.  
 The National Council on Crime and Delinquency, 44 East 23rd Street, New York 10, New York.  
 Ontario Human Rights Commission, Department of Labour, 400 University Avenue, Toronto 2, Ontario.  
 Ontario Provincial Police College, Training Branch, 291 Sherbourne Street, Toronto 225, Ontario.

### Sources of Legal Forms

- Newson and Gilbert, 177 Front Street East, Toronto 129, Ontario.  
 United Stationery Company Limited, 688 Richmond Street West, Toronto 140, Ontario.





